INF 387C: Managing Information Services and Organizations
School of Information
University of Texas at Austin
Monday, 1-4, 468

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562J, Sanchez Bldg.

- Office hours: Mon 9-11; Tuesday 1-3; by appointment, by chance
- BB forum response: Monday and Wednesday mornings


Required articles: Following the directions on the “required reading” list, you’ll choose 1 additional article per topic each class. The array of required articles from which you choose those readings will be available in the “readings” folder in Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities/Speakers</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8</td>
<td>Purpose and value of management</td>
<td>E&amp;W 1, 2, &amp; 3</td>
</tr>
<tr>
<td></td>
<td>Activity: Self-analysis (<a href="http://www.keirsey.com/">http://www.keirsey.com/</a>) &amp; introductions</td>
<td>1 article</td>
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<tr>
<td></td>
<td>Speaker: Luke Dunlap re project</td>
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<tr>
<td>9/15</td>
<td>Ethics and social responsibility</td>
<td>E&amp;W 4</td>
</tr>
<tr>
<td></td>
<td>Development of management theory</td>
<td>2 articles</td>
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<td></td>
<td>Activity: choose presentation date/topic and choose project</td>
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<td></td>
<td>Activity: ethics case study</td>
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<tr>
<td>9/22</td>
<td>Project management</td>
<td>E&amp;W 8</td>
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<tr>
<td></td>
<td>Activity: draft vision, goals, objectives for project</td>
<td>1 article</td>
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<tr>
<td></td>
<td>Guest speaker: Penny Smith-Kerker, IBM Project Manager</td>
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<tr>
<td>9/29</td>
<td>Strategic and cyclical planning (environmental scanning, SWOT/PEST analysis)</td>
<td>E&amp;W 5</td>
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<tr>
<td></td>
<td>Marketing, public relations, advocacy, &amp; fundraising</td>
<td>2 articles</td>
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<tr>
<td></td>
<td>Activity: SWOT/PEST analysis re project</td>
<td>1st presentation</td>
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<td></td>
<td>Activity: Strategic plan with marketing re project</td>
<td>Web portfolio plan</td>
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<td>Guest speaker: Ron Pollock, Career Services, tips on project planning</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
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<tr>
<td>10/6</td>
<td>Change management (problem-solving)</td>
<td>Activity: web site analysis with action plan</td>
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<td>Guest speaker: Catherine Hamer, PCL, Interim Associate Director for User Services</td>
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<tr>
<td>10/13</td>
<td>Authority and delegation</td>
<td>Activity: develop authority analysis matrix and delegation checklist</td>
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<tr>
<td>10/20</td>
<td>no class meeting – meet to work on group project</td>
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<td>10/27</td>
<td>Communication</td>
<td>Activity: develop project executive summary and elevator pitch</td>
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<td>11/3</td>
<td>Personnel motivation and management (legalities)</td>
<td>Activity: personnel problem-solving re evaluation</td>
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<td>Guest speaker: Brenda Gunn, Center for American History, Archivist</td>
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<td>11/10</td>
<td>Professional standards and leadership</td>
<td>Activity: analysis of standards</td>
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<td>Activity: class report on and discussion of project progress and needs</td>
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<td>11/17</td>
<td>Personnel and program evaluation</td>
<td>Activity: human resources toolkit</td>
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<tr>
<td>11/24</td>
<td>Finances (budgets, grants, funding)</td>
<td>Facilities and materials</td>
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<tr>
<td></td>
<td></td>
<td>Activity: budget development</td>
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<td></td>
<td></td>
<td>Guest speaker: Lisa Charbonnet, Westbank Community Library</td>
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<tr>
<td>12/1</td>
<td>Professionalism</td>
<td>Future of management</td>
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<tr>
<td></td>
<td></td>
<td>Activity: professional association choices</td>
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Official course description:

Introduction to management theory, concepts, processes and practices as applied to libraries and other information agencies and systems.

Course objectives:

At the end of this course, students will be able to:

1. locate, explain, and evaluate resources, research, and theories on management in the context of information organizations;
2. function as effective members of a team by identifying their role, meeting their responsibilities, negotiating differences, and making appropriate adjustments to meet team obligations;
3. plan for the management of a project by identifying resources and limitations, defining goals and objectives, laying out work stages, and preparing for key contingencies;
4. identify, explain, and place in context the primary functions of management in information organizations such as personnel, budget, mission, and daily management responsibilities; and
5. explain the role and value of effective management in the context of at least one type of information organization with particular reference to the leadership principles most pertinent to their own professional development plans.

Assignment Overview

Your work on the assignments shows me that you have met the course objectives so you might review them before starting work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>Due date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Web portfolio plan</td>
<td>1, 3</td>
<td>9/29</td>
<td>50</td>
</tr>
<tr>
<td>Web portfolio complete</td>
<td>1, 4, 5</td>
<td>11/17</td>
<td>300</td>
</tr>
<tr>
<td>Project</td>
<td>2, 3, 4</td>
<td>11/10</td>
<td>300</td>
</tr>
<tr>
<td>Presentation</td>
<td>4 (2)</td>
<td>9/29 to 11/24</td>
<td>200</td>
</tr>
<tr>
<td>Project analysis</td>
<td>2, 5</td>
<td>12/1</td>
<td>150</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

A  940-1000  C+  785-799
A- 900-939   C  740-784
B+ 885-899   C- 700-739
B  840-884   D  600-699
B- 800-839   F  599 or below
Assignment specifics and grading criteria

<table>
<thead>
<tr>
<th>Web portfolio</th>
<th>9/29 (plan)</th>
<th>50</th>
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<tbody>
<tr>
<td>11/17 (completed site)</td>
<td>300</td>
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</table>

What: Plan out the major components and actual design of this web portfolio; that’s due on 9/29. On 11/17, complete the web portfolio by creating or adding to your professional web site and including the following items:

- 3 cites and annotations on scholarly management articles,
- 3 cites and annotations on applied management resources (e.g., web sites, journals, a conference series, trade magazines, an outstanding book) that could be used repeatedly by new managers during their first years in management,
- your personal plan for exercising your leadership skills in your chosen field during the course of your career (about 500 words),
- your resume,
- an open letter to potential employers, and
- 1-4 effectively introduced, sample project(s) that demonstrate your management skills/knowledge; may be taken from class, work, or other courses.

Why: This assignment provides you with three key experiences: building a professional web site for yourself, presenting your management/leadership credentials to colleagues and potential employers, and thinking through your personal perspective on your own leadership plans. In addition, it gives you a chance to examine the management scholarly literature and practical resources that most interest you.

How: On 9/29, hand in a one-page explanation of your plans for your site along with a site map [http://searchssoa.techtarget.com/gDefinition/0,294236,sid26_gci541375,00.html] to show what goes where and what kind of materials you intend to include. If you’ve been able to get anything done past that, you are welcome to hand it in and get feedback on that as well. This is just a rough draft but it shows where all the required elements go and what type of content you’re considering in very general terms. Go to the purple shirts for help on this or look at the following site: http://www.utexas.edu/learn/designprocess/structure.html.

On 11/17, hand in a one-page self-evaluation of your site with the URL at the top. Evaluate your own work in terms of content, its likely impact on potential employers, and your ideas on and/or plans for further development.

Tips: There are plenty of people ready to help you with all aspects of this assignment so make full use of them. No need to go it alone – get help.

- Go to the purple shirts in the lab NOW. Learn what you need there to feel comfortable putting up a basic web site.
- Ron Pollack’s office will provide personal, in-depth, and practical advice concerning your resume.
• Get lots of help from the PCL librarians in learning how to locate the articles and resources that you find most useful.
• Explain each project’s relevance to your management abilities as part of the introduction to that project.
• Make your leadership plan concrete and functional by explaining what issues you intend to focus on (e.g., leading the field in designing web sites to meet different learning styles or leading the government agencies in your community to develop user-responsive information services) and how you intend to put your leadership into action (e.g., providing workshops, serving as a mentor, writing articles, establishing a national task force, chairing a statewide committee, providing consulting, lecturing in iSchools). Assume that you’ll lead by example (i.e., you’ll do a great job at work) and explain how you’ll go beyond that to lead through active work within the profession at large.

Grading criteria: What you see below is the actual text of my grading sheet for this assignment; this is what I’ll be looking for in assigning grades.

Plan, due 9/29
• Site plan: diagram shows placement of all 6 required segments
• Explanation: identifies intended sources for and/or basic content of all 6 required segments (e.g., identify databases from which scholarly articles will be selected, identify web portals from which applied resources will be selected, identify key leadership skills and professional responsibilities in which they will be applied)
• Explanation: identifies questions, if any, regarding the required segments or their organization (e.g., queries re the viability of a specific project in this context)

Web site, due 11/17
• 3 cites and annotations on scholarly management articles
• 3 cites and annotations on applied management resources that could be used by new managers,
• clear, concrete personal plan for exercising leadership skills (about 500 words),
• professional resume,
• an open letter to potential employers, and
• effectively introduced, sample projects (from class, work, or other courses) that demonstrate your management skills/knowledge
• well written and thoroughly proofed
• easily navigated web site

NOTE: Your annotations will be added to the “Stepping Up” web site as part of the general contribution from the School so please write what you’re willing to share. If that’s a problem for you, then let me know.

Project; due on 11/10; 300 points
What: Choose one of the management projects we’ll discuss on 9/8; we’ll form teams on 9/15; with your team, plan the project, complete the work, write a clear, brief report of the project for your client. On 11/10, hand in the group project report; it should include, at least, the following items:

- 1-2 page, executive summary of the project’s purpose, methods, quality-control techniques, and primary outcomes; make the value and concrete applications of your work clear for potential funders and administrators;
- current, accurate contract with the client for project outcomes, resources, and quality-control parameters;
- 1-2 page explanation of goals, objectives, and strategies (GOS) for the project including personnel assigned to each element and quality-control indicators;
- brief explanations of the criteria by which team members evaluate themselves and their peers as per the “Project Analysis” assignment;
- a team-generated evaluation form to be completed by the client upon delivery of the project;
- Gantt chart or similar record of project progress; should match the GOS sheet and indicate your most significant points of problem-solution (e.g., one team member fell ill and was not able to provide expected materials so two others took on additional responsibilities, the client’s needs changed, or additional resources became available);
- actual end-product in a well-organized format of practical use to the client; should clearly meet GOS; might refer to appropriate appendices regarding such matters as a glossary of jargon that is unfamiliar to the client, supporting data on budgets, exemplars of vendor materials, or other materials needed to supplement the client’s understanding of the product;
- completed client evaluation form that the team’s created;
- appropriate organizing materials such as tabs, table of contents or site map, contact information for all team members; and
- may be in print and/or electronic form as per the client’s preference.
- Create 2 copies – one for me to grade and one for the client to use.
  - Mine will have everything the client’s has plus all the other materials listed above. Feel free to add any well-chosen, well-organized materials that will help me understand your process and product.
  - Give the client only that which the team deems appropriate to meeting the client’s needs. You can deliver this to the client at any time but be sure that the client evaluation is included in my copy.

Why: Teamwork and project management are crucial to virtually all jobs in our field; this assignment gives you actual experience with a real-world client. This assignment gives you a chance to apply the theories, guidelines, and resources of the course. The end product might also be an item for your professional portfolio and the process might provide you with a recommendation.

How: Teams will be assigned, projects chosen, and work begun in September. Teams may work independently and simply present their final product on 11/10. Teams are, however, strongly encouraged to have at least one member drop by
office hours to share and get early feedback on the client contract, GOS sheet, and Gantt chart. Each team’s working pattern is unique so ask right away if you have questions, concerns, problems, or other needs that the course material is not fully meeting.

Grading criteria: What you see below is the actual text of my grading sheet for this assignment; this is what I’ll be looking for in assigning grades. The grade is a group grade with up to 15% variation possible in response to documented effort by individuals. (For example, if the overall project earned an A but the GOS and Gantt chart clearly indicate that one person failed to make significant contributions, then that individual earns a B while the others earn an A.)

- 1-2 page, executive summary of the project’s purpose, methods, quality-control techniques, and primary outcomes; makes the value and concrete applications of the work clear for potential funders and administrators
- current, accurate contract with the client for project outcomes, resources, and quality-control parameters
- 1-2 page explanation of goals, objectives, and strategies (GOS) for the project including personnel assigned to each element and quality-control indicators; sufficiently detailed to match to end-product
- brief explanations of the criteria by which team members evaluate themselves and their peers as per the “Project Analysis” assignment;
- Gantt chart or similar record of project progress that matches the GOS sheet and indicates any points of problem-solution
- GOS and Gantt chart indicate equitable workloads and contributions
- actual end-product in a well-organized format of practical use to the client; clearly meets GOS; uses appropriate appendices as needed to supplement the client’s understanding of the product
- well designed evaluation that has been completed by the client
- appropriate organizing materials in a professional presentation including team member contact information
- in a format that meets the client’s preference
- well written and thoroughly proofed

Tips:
- Be self-aware as you work – examine your own communication style, management tactics, leadership approach, & time management skills.
- Push yourself to do what is uncomfortable. This is the learning moment – before a job.

Project analysis 12/1 150
What: On 12/1 hand in a 2-4 page analysis of the project that evaluates the quality of each individual’s performance, the end product, and your own personal growth. Be specific about your evaluations (e.g., examine the communication techniques the team members used, evaluate how well the quality control mechanisms worked for the end product). Identify ways in which you pushed yourself to develop project management, communication, planning, or other skills. Cite
readings that inform your analysis; supplement the textbook if appropriate. Make your leadership contributions and management values clear.

Why: The ability to self-reflectively analyze your own performance and those of your colleagues will help you develop your own abilities and work more effectively with others. What did you do to challenge yourself? Why that choice instead of another? What do you admire in your colleagues and how did you try to work with them when your approaches or values differed? The ability to identify, verbalize, and reflect on such matters will help in any work setting.

How: At one of your first team meetings, discuss the criteria by which all of you will evaluate yourselves and each other. The results of that conversation should be documented in my copy of the team report. You may do this entirely on your own but it’s strongly suggested that your team meet one last time to share insights and discuss your work as a whole and as individuals. Looking back on the project, reviewing the documents, and reflecting on the experiences can help you understand more fully what each of you gained from and gave to the project.

Grading criteria: you see below is the actual text of my grading sheet for this assignment; this is what I’ll be looking for in assigning grades.

- 2-4 page analysis of the project [longer items are accepted if the additional content is substantive]
- evaluates the quality of each individual’s performance against specific criteria with clear examples and meaningful analysis
- evaluates the quality of the end product against specific criteria with clear examples and meaningful analysis
- evaluates the quality of your own personal growth against specific criteria with clear examples and meaningful analysis
- includes specifics on each evaluation
- identifies ways in which you developed skills
- cites readings that inform your analysis
- makes your leadership contributions and management values clear
- well written, thoroughly proofed

Tips: Define group roles early so that you can start to think of your own role within the group. Look for what is hard to do and grasp it. Take what frustrates you about group work and try to resolve it. Keep notes on these points as you move through the project and this analysis will be well launched.

Presentation 9/29-11/24 200

What: Choose a topic or sub-topic within the course that you want to address; choose the method in which you’d like to make a presentation on that topic; give the presentation. You must talk for 3-5 minutes, include a visual, provide a handout, and gather feedback from your colleagues that addresses both your technique and their comprehension of your material. The presentation should be polished, the visual effective, the handout substantive, and the feedback device revealing.
**Why:** This assignment gives you a chance to make a professional-level speaking presentation and gets you deeply into one of the course topics. Everyone in our field needs to be able to talk to others about what they know well in order to persuade, inspire, and/or inform.

**How:** Come in 9/15 with two choices made: the topic/date on which you want to speak and the approach you want to take.

- The syllabus lists the topics covered on each date; look at the textbook and supplemental reading list for further ideas on your topic. Since you only have 3-5 minutes, keep your topic choice tightly defined.
- The approaches available include anything that is professional enough to serve as a job interview tool. You can persuade, inform, inspire, challenge, engage, teach, or otherwise interact with your colleagues. You can team up with others to form a panel in which each of you uses your 5 minutes. You can teach a lesson in a workshop or training format. Look at what you don’t know how to do and use this as an opportunity to learn.

We’ll do a quick round robin on what dates people want then you’ll meet with others who are interested in your date. We’ll discuss until we get an even spread on open dates. (Note that dates with guest speakers will have fewer available slots.) We’ll leave on 9/15 with the dates/topics chosen.

By 9/19, post a 2-3 sentence description of your presentation plan to the appropriate BB forum. Put the date in the subject line; tell us who is doing what on that date. (If you’re working in a team, then post one entry for the team.)

On the day of your talk, remove the 9/19 description and replace it with a brief but formal abstract of the content. This should actually state the content, not just list topics to be covered.

See me at once if you’ve got any qualms about public speaking; I can arrange a dry run for you in the classroom and will be happy to give you one-on-one feedback before you give the actual presentation.

Grading criteria: you see below is the actual text of my grading sheet for this assignment; this is what I’ll be looking for in assigning grades.

- **Before your 5 minutes starts,** provide me with a professional packet containing an abstract of your talk, your visual (or notes on it), your handout, and your evaluation tool.
- **The abstract should state content highlights** (e.g., “adult learning theory, when applied to information technology training, must include more kinesthetic learning than is common in other fields”) rather than general topics (e.g., “adult learning theories are discussed”).
- **Know exactly how to use the classroom resources before starting,** check them the day of the talk since changes are made in that room without notice.
- **Before your 5 minutes starts,** provide a set up if necessary; for example, if this is a training session then explain the context of the training.
- **Start cleanly, firmly; take charge of the space; leave us in no doubt that you are now beginning**
- **Introduce yourself and your topic clearly**
• Make the topic clear and your approach obvious; for example, provide a title for the talk, state the goals of the talk, and/or summarize the key points.
• Use pacing, pitch, tone, and volume to support your talk; they must be clearly employed as communication techniques that are adjusted to the content of the talk rather than the result of personal habits.
• Incorporate your visual and handout into the talk effectively.
• Create an original visual that adds to the tone and/or content of your talk.
• Create an original handout that is sufficiently substantive to stand on its own as a learning tool for someone who was unable to attend your talk.
• End cleanly and firmly; do not simply trail off; keep the energy high.
• At the end of your 5 minutes, invite questions and comments with conviction; if there are no questions, have discussion points ready to elicit responses from your colleagues; spark a discussion if at all possible.
• Stick to the time limit absolutely – you’ll be stopped at 5.5 minutes and points deducted.
• Well written and well proofed materials.
• An evaluation that
  o actually tests the comprehension of your colleagues and
  o gives them an opportunity to provide feedback on your delivery;
  o you can make these 2 separate items if you like with the latter distributed before you talk and the former distributed after you talk.
  o take charge of this/these evaluation distribution(s) so everyone feels fully invited to participate.

Tips:
  • *Have a colleague serve as a timer for you. Easy and a great help!*
  • Consider including an annotated list of further readings, concrete applications, and real theories in your handout.
  • People should be eager to discuss your material and ask questions at the end.
  • Practice repeatedly in the classroom in advance of your talk.
  • If you have a problem, then don’t waste time apologizing for it – just move on and make the most of what you do have to give.
INF 387C Course Policies

You are responsible for reading and following these course policies. Please let me know at once if you have any questions on any of them.

The University of Texas Honor Code – see our BB site and the UT site for this

Please note that matters of academic integrity are taken seriously in this course. Students who use, quote, or otherwise employ the ideas, words, and insights of others without appropriate attribution will fail the assignment and, possibly, the course. When in doubt, ask immediately. Asking is the sign of an intelligent, thoughtful response to our complex world of layered information resources.

University Electronic Mail Notification Policy

All students should become familiar with the University’s official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Please be certain that your email address in BlackBoard is correct at all times. You are the only one who can do this and it’s essential for course communication. Note: if you are an employee of the University, your e-mail address in BlackBoard is your employee address.

Documented Disability Support

The University of Texas seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state and local laws, regulations and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Services for Students with Disabilities at the beginning of each semester or as soon as the need arises. The student must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See this Web site for more information: [http://deanofstudents.utexas.edu/ssd/providing.php].
Technology requirements

The vast majority of this course will take place in-person with BlackBoard (BB) used primarily as a supplement and resource. You are required, however, to use BB to communicate on some points. You are required to read the BB forums once a week at any convenient time between Thursday afternoon and Sunday evening.

BlackBoard is available at http://courses.utexas.edu. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm Monday through Thursday and 8 am to 5 pm on Friday, so plan accordingly.

In addition, you are required to have access to whatever technology is necessary for you to function well in this course. That includes Internet access that allows you to explore sites that might be blocked by some filters and sufficient memory to handle downloads and other course requirements. You can use any of the computer labs on campus but any other arrangement is acceptable so long as your own needs for connectivity, printing, and information access are met.

Failures in technology are not an acceptable excuse for late or missing work so be sure to back up your work regularly and keep copies of everything until your final course grade is officially posted.

Attendance

Much of this course includes in-class application of readings and lectures via discussion, exercises, and on-site analysis. If you miss one class for any reason, then you may make up that missing material via your colleagues and, if needed, by working with me during office hours. If you miss more than one class for any reason, then please see me to discuss your options in the context of your situation.

Religious holidays and observances sometimes conflict with class schedules. If you miss an in-class work assignment or other project due to the observance of a religious holiday you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least 14 days prior to the classes scheduled on dates you will be absent to observe a religious holiday.

Feedback

Feedback is an important part of any learning as well as any teaching. Throughout this course, please provide me with any feedback you have on how well you are learning the material. Let me know right away if you have questions, concerns, or simply want to confirm your understanding of the material. I will provide you with feedback on your progress via comments in class, written commentary on assignments, grades, and BlackBoard responses to forum postings. If any of my feedback is unclear in any way, please let me know right away.

Throughout this course I will also be seeking feedback from you regarding my teaching. Using informal and more structured means of learning what is most effective for you, I intend to develop the course over the semester. Please do not wait until something seriously concerns you; let me know right away if you would find an alternative helpful.
Look carefully at the points given for each assignment. If an assignment is taking a disproportionate amount of time for you, then speak up. While you might well invest a great deal of time in learning something entirely new (e.g., building a simple web site) or building a skill set (e.g., getting over a fear of public speaking), it could also be that you are demanding far more of yourself than the assignment seeks. Let me know early so I can help resolve any problems you might be having.

**Grading: Late work**
All unexcused late materials will have a 1/3 letter grade reduction for each day they are overdue. Matters of academic integrity, as noted above, will be strongly tied to course grades.

**Communication**
I will make every effort to answer emails and phone calls within 3 working days. If you have not heard from me within those time limits, please let me know by an alternative form of contact so we can make sure there are no technical problems involved.

I will also make every effort to grade and return assignments within 2 weeks of their due date. If I have to cancel office hours, then I will note that on our BB announcement page along with the make-up time scheduled to replace the item.

The syllabus includes my home phone number and I trust that should you call me there, it will be a genuine emergency.

**Maintain work files**
Students are responsible for maintaining their own files of work, both submitted and returned, until official University grades are received. You are encouraged to keep these materials until graduation, as I may need some of it to compose a detailed and persuasive letter on your behalf. I am always pleased to write such letters for strong students so please do maintain your files.